

English Language Arts and Reading

Texas Essential Knowledge and Skills

Kindergarten–English IV



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About the ELAR TEKS

The following pages contain the vertical-alignment version of the 2008 revised English Language Arts and Reading Texas Essential Knowledge and Skills (ELAR TEKS).

This document contains the same information as the rule text, which is available on the Texas Education Agency Web site; however, it has been reformatted to display, at a glance, the corresponding student expectations for each grade level.

The ELAR TEKS vertical alignment for K–English IV consists of the following sections:

- Introduction
- Reading Strand
- Comprehension skills found in Figure 19 *
- Writing Strand
- Oral and Written Conventions Strand
- Research Strand
- Listening and speaking Strand

*Note: For ease of use, the comprehension skills found in Figure 19 have been included between the Reading and Writing strands to help teachers integrate the reading and writing student expectations when planning instruction.

Introduction Section

The first part of the Introduction of the ELAR TEKS contains important information about the cumulative nature of the standards. The language of the Introduction is almost identical across all grade levels. The differences have been provided as footnotes at the bottom of the document.

The next part of the Introduction contains specific

information to guide the instruction of English language learners (ELLs) in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.

The last parts contain additional information about requirements for the state of Texas.

Strands of the TEKS

The ELAR TEKS are divided into five strands: Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking. Within each of these strands are components that define the type of text students will use or the type of writing students will engage in. There are subsections within some of the components.

For each strand, the vertical alignment contains a guide that summarizes the structure and applicable grade levels for each knowledge and skill statement.

The first column of this guide contains the tagline (i.e., strand/component/subsection) and applicable grade levels. The highlighted grade levels indicate the grades in which this component or subsection is addressed.

The second column lists the knowledge and skills statement for each component or subsection. These knowledge and skills statements are often exactly the same across grade levels K–12. Sometimes a knowledge and skills statement applies only to a specific range of grade levels.

The third column lists examples from the Texas College and Career Readiness Standards (CCRS) that closely align with the ELAR TEKS. The CCRS in this column are not intended to be

a comprehensive list of all correspondences with the ELAR TEKS. You are encouraged to explore the CCRS yourself to discover additional correspondences with the ELAR TEKS.

In the pages following the guide for each strand are the student expectations for each knowledge and skills statement. These are the measurable expectations that teachers will use when planning instruction.

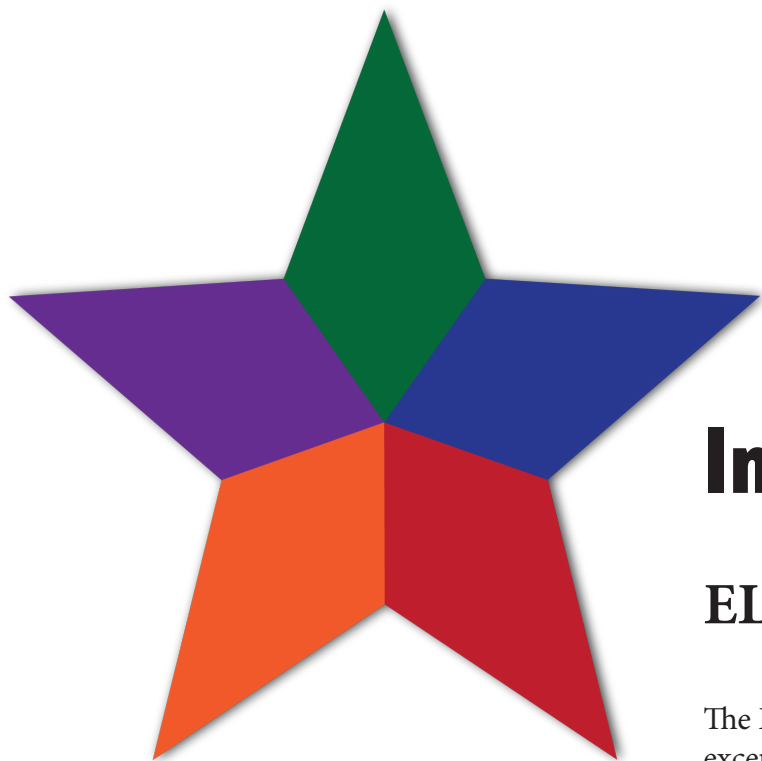
Comprehension Skills Found in Figure 19

There are three Figure 19 charts for English: one covers grades K–5, the second covers grades 6–8, and the third covers English I–IV.

All versions of Figure 19 share the same knowledge and skills statement: “Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.”

Although Figure 19 appears as a separate document on the TEA Web site, it is part of the TEKS for language arts and reading. These comprehension skills are critical to model and teach so that our students will become successful readers.

For ease of use, the comprehension skills found in Figure 19 have been included in this document between the Reading and Writing strands to help teachers integrate the reading and writing student expectations when planning instruction.



Introduction

ELAR Texas Essential Knowledge and Skills

The ELAR TEKS Introduction is identically worded across grade levels with a few exceptions. These exceptions are marked with numbered footnotes in the text on the next pages. We use the first-grade Introduction as the basis for our example.

Texas Administrative Code (TAC), Title 19, Part II
Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

**§110.10.¹ Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary,²
Beginning with School Year 2009-2010.**

(a) The provisions of §§110.11-110.16³ of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year and at that time shall supersede §§110.2-110.7⁴ of this subchapter.

(b) Students must develop the ability to comprehend and process material from a wide range of texts. Student expectations for Reading/Comprehension Skills as provided in this subsection are described for the appropriate grade level.

Figure: 19 TAC §110.10(b)⁵

Source: The provisions of this §110.10⁶ adopted to be effective September 4, 2008, 33 TexReg 7162.

1 The statute number differs by grade range (§110.17 for Middle School, §110.30 for High School).

2 Substitute the appropriate grade range: “Middle School” or “High School.”

3 The statute-number range differs by grade range (§§110.18–110.20 for Middle School, §§110.31–110.34 for High School).

4 The statute-number range differs by grade range (§§110.22–110.24 for Middle School, §§110.42–110.45 for High School).

5 The statute number differs by grade range (§110.17(b) for Middle School, §110.30(b) for High School).

6 The statute number differs by grade range (§110.17 for Middle School, §110.30 for High School).

§110.12.⁷ English Language Arts and Reading, Grade 1,⁸ Beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report.⁹ In first grade,¹⁰ students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.¹¹

⁷ The statute number differs by grade level:

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Eng. I | Eng. II | Eng. III | Eng. IV |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|
| §110.11 | §110.12 | §110.13 | §110.14 | §110.15 | §110.16 | §110.18 | §110.19 | §110.20 | §110.31 | §110.32 | §110.33 | §110.34 |

⁸ Substitute the appropriate grade level.

⁹ This sentence is for grades K–2 only. For grades 3–English IV, this sentence reads: “The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade.”

¹⁰ Substitute the appropriate grade level.

¹¹ For kindergarten, this section reads: “...students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.”

For grades 3–English IV, this section reads: “...students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.”

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

- (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELLs ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 1¹² as described in subsection (b) of this section.
- (4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

12 Substitute the appropriate grade level.

READING



ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

READING

Students read and understand a wide variety of literary and informational texts.

Guide to the ELAR TEKS Reading Strand Across Grade Levels

| Tagline and Applicable Grade Level | Knowledge and Skills Statement | CCRS Standard |
|---|---|--|
| Beginning Reading/Print Awareness K 1 2 3 4 5 6 7 8 9 10 11 12 | Students understand how English is written and printed. | |
| Beginning Reading/Phonological Awareness K 1 2 3 4 5 6 7 8 9 10 11 12 | Students display phonological awareness. | |
| Beginning Reading/Phonics K 1 2 3 4 5 6 7 8 9 10 11 12 | Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. (Grades 1, 2) Students will continue to apply earlier standards with greater depth in increasingly complex texts. | |
| Beginning Reading/Strategies K 1 2 3 4 5 6 7 8 9 10 11 12 | Students comprehend a variety of texts drawing on useful strategies as needed. | |
| Fluency K 1 2 3 4 5 6 7 8 9 10 11 12 | Students read grade level text with fluency and comprehension. | |
| Vocabulary Development K 1 2 3 4 5 6 7 8 9 10 11 12 | Students understand new vocabulary and use it when reading and writing. | E/LAS (English/Language Arts Standards): Reading: B. Understand new vocabulary and concepts and use them accurately in reading speaking, and writing. |

| Tagline and Applicable Grade Level | Knowledge and Skills Statement | CCRS Standard |
|---|--|---|
| Comprehension of Literary Text/Theme and Genre K 1 2 3 4 5 6 7 8 9 10 11 12 | Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. | E/LAS: Reading: C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods. |
| Comprehension of Literary Text/Poetry K 1 2 3 4 5 6 7 8 9 10 11 12 | Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. | E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. |
| Comprehension of Literary Text/Drama K 1 2 3 4 5 6 7 8 9 10 11 12 | Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. | E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. |
| Comprehension of Literary Text/Fiction K 1 2 3 4 5 6 7 8 9 10 11 12 | Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. | E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. |
| Comprehension of Literary Text/Literary Nonfiction K 1 2 3 4 5 6 7 8 9 10 11 12 | Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. | E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. |
| Comprehension of Literary Text/Sensory Language K 1 2 3 4 5 6 7 8 9 10 11 12 | Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. | |

| Tagline and Applicable Grade Level | | | | | | | | | | | | | Knowledge and Skills Statement | CCRS Standard |
|--|---|---|---|---|---|---|---|---|---|----|----|----|--|---|
| Comprehension Text/Independent Reading | | | | | | | | | | | | | Students read independently for sustained periods of time and provide evidence of their reading. | CDS (Cross-Disciplinary Standards): D: Academic behaviors. E: Work habits. |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Comprehension of Informational Text/Culture and History | | | | | | | | | | | | | Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. | E/LAS: Reading: C. Describe analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods. |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Comprehension of Informational Text/Expository Text | | | | | | | | | | | | | Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. | E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Comprehension of Informational Text/Persuasive Text | | | | | | | | | | | | | Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. | E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Comprehension of Informational Text/Procedural Text | | | | | | | | | | | | | Students understand how to glean and use information in procedural texts and documents. | E/LAS: Reading: A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length. |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Comprehension Skills (Figure 19) | | | | | | | | | | | | | Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers. | CDS: I. Key Cognitive Skills. D. Academic Behaviors CDS: II. Foundational Skills. A. Reading across the curriculum. |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |

| Tagline and Applicable Grade Level | Knowledge and Skills Statement | CCRS Standard |
|---|---|---|
| Media Literacy K 1 2 3 4 5 6 7 8 9 10 11 12 | Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. | E/LAS: Listening. A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) CDS: I. Key Cognitive Skills. B. Reasoning CDS: II. Foundational Skills. E. Technology |

ELAR TEKS Reading Strand Vertical Alignment

| K | 1st | 2nd |
|---|--|---|
| Reading/Beginning Reading Skills/Print Awareness. | | |
| Students understand how English is written and printed. Students are expected to: | | |
| 1(A) recognize that spoken words can be represented by print for communication; | 1(A) recognize that spoken words are represented in written English by specific sequences of letters; | |
| 1(B) identify upper- and lower-case letters; | 1(B) identify upper- and lower-case letters; | |
| 1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text; | | |
| 1(D) recognize the difference between a letter and a printed word; | | |
| | 1(C) sequence the letters of the alphabet; | |
| 1(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping); | 1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation); | 1(A) distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks). |
| 1(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; | 1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; | |
| 1(G) identify different parts of a book (e.g., front and back covers, title page). | 1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents). | |

| K | 1st |
|--|--|
| Reading/Beginning Reading Skills/Phonological Awareness. | |
| Students display phonological awareness. Students are expected to: | |
| 2(A) identify a sentence made up of a group of words; | |
| 2(B) identify syllables in spoken words; | |
| 2(C) orally generate rhymes in response to spoken words (e.g., “What rhymes with hat?”); | 2(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr); |
| | 2(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite); |
| | 2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/); |
| 2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs; | |
| 2(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., “baby boy bounces the ball”); | |
| 2(F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat); | |
| 2(G) blend spoken phonemes to form one-syllable words (e.g., /m/.../a/.../n/ says man); | 2(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr); |
| 2(H) isolate the initial sound in one-syllable spoken words; | 2(E) isolate initial, medial, and final sounds in one-syllable spoken words; |
| 2(I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ .../o/ .../g/). | 2(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/). |

| K | 1st | 2nd | 3rd |
|---|---|---|---|
| Reading/Beginning Reading Skills/Phonics. (Grades K, 3) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to: (Grades 1, 2) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | | | |
| 3(A) identify the common sounds that letters represent; | 3(A) decode words in context and in isolation by applying common letter-sound correspondences, including: (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z; (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i; (iii) consonant blends (e.g., bl, st); (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph; (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; (vi) vowel diphthongs including oy, oi, ou, and ow; | 2(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences, including: (i) single letters (consonants and vowels); (ii) consonant blends (e.g., thr, spl); (iii) consonant digraphs (e.g., ng, ck, ph); (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou); | 1(A) decode multisyllabic words in context and independent of context by applying common spelling patterns, including: (i) dropping the final “e” and add endings such as –ing, –ed, or –able (e.g., use, using, used, usable); (ii) doubling final consonants when adding an ending (e.g., hop to hopping); (iii) changing the final “y” to “i” (e.g., baby to babies); (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); (v) using knowledge of derivational affixes (e.g., -de, -ful, -able); |
| | 3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words; | | |

| K | 1st | 2nd | 3rd |
|--|--|--|---|
| Reading/Beginning Reading Skills/Phonics (cont.) | | | |
| 3(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words); | 3(C) use common syllabication patterns to decode words, including: (i) closed syllable (CVC) (e.g., mat, rab-bit); (ii) open syllable (CV) (e.g., he, ba-by) (iii) final stable syllable (e.g., ap-ple, a-ble); (iv) vowel-consonant-silent “e” words (VCe) (e.g., kite, hide); (v) vowel digraphs and diphthongs (e.g., boy- hood, oat-meal); (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or; | 2(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., pic-nic, mon-ster); (ii) open syllable (CV) (e.g., ti-ger); (iii) final stable syllable (e.g., sta-tion, tum-ble); (iv) vowel-consonant-silent “e” words (VCe) (e.g., in-vite, cape); (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); (v) r-controlled vowels (e.g., per-fect, cor-ner). | 1(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., mag-net, splen- did); (ii) open syllable (CV) (e.g., ve-to); (iii) final stable syllable (e.g., puz-zle, con-trac-tion); (v) vowel digraphs and diphthongs (e.g., ei-ther); (iv) r-controlled vowels (e.g., fer-ment, car- pool); |
| 3(C) recognize that new words are created when letters are changed, added, or deleted; | | | |
| | 3(E) read base words with inflectional endings (e.g., plurals, past tenses); | 2(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful); | |
| | 3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick); | 2(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant); | 1(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought); |
| | 3(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream); | | |
| | | 2(E) identify and read abbreviations (e.g., Mr., Ave.); | |
| | 3(G) identify and read contractions (e.g., isn’t, can’t); | 2(F) identify and read contractions (e.g., haven’t, it’s); | 1(D) identify and read contractions (e.g., I’d, won’t); |
| 3(D) identify and read at least 25 high-frequency words from a commonly used list. | 3(H) identify and read at least 100 high-frequency words from a commonly used list; | 2(G) identify and read at least 300 high-frequency words from a commonly used list; | |
| | 3(i) monitor accuracy of decoding. | 2(H) monitor accuracy of decoding. | 1(E) monitor accuracy in decoding. |
| Reading/Beginning Reading/Strategies. | | | |
| Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: | | | |
| 4(A) predict what might happen next in text based on the cover, title, and illustrations; | 4(A) confirm predictions about what will happen next in text by “reading the part that tells”; | 3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions; | 2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions; |
| 4(B) ask and respond to questions about texts read aloud. | 4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; | 3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; | 2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; |
| | 4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud). | 3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud). | 2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud). |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|--|--|---|------|---|------|------|--|--------|---------|--|
| Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to: | | | | | | | | | | | | |
| | 5(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. | 4(A) | 3(A) | 1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. | 1(A) | 1(A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. | 1(A) | 1(A) | | | | |
| Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: | | | | | | | | | | | | |
| 5(A) identify and use words that name actions, directions, positions, sequences, and locations; | 6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns); | | | | | | | | | | | |
| | | 5(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow); | 4(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots; | 2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; | 2(A) | 2(A) | 2(A) | 2(A) | 1(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; | 1(A) | 1(A) | 1(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; |
| 5(B) recognize that compound words are made up of shorter words; | 6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime); | | | | | | | | | | | |

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| Reading/Vocabulary Development (cont.) | | | | | | | | | | | | |
| | 6(C) determine what words mean from how they are used in a sentence, either heard or read; | 5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words; | 4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; | 2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; | 2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; | 2(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; | 2(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; | 2(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings; | 1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; | 1(B) | 1(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; | |
| 5(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); | 6(D) identify and sort words into conceptual categories (e.g., opposites, living things); | 5(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; | 4(C) identify and use antonyms, synonyms, homographs, and homophones; | 2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____, or girl:woman as boy:____); | 2(C) produce analogies with known antonyms and synonyms; | 2(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____); | 2(C) complete analogies that describe part to whole or whole to part; | 2(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: ____ or soft:kitten as hard: ____); | 1(C) produce analogies that describe a function of an object or its description; | 1(C) infer word meaning through the identification and analysis of analogies and other word relationships; | | 1(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation); |
| | | | 4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); | 2(D) identify the meaning of common idioms; | 2(D) identify and explain the meaning of common idioms, adages, and other sayings; | 2(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP, que sera sera</i>); | 2(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus, e pluribus unum, bona fide, nemesis</i>); | 2(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); | 1(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo</i>); | 1(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost, avant-garde, coup d'état</i>); and | 1(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; | 1(D) analyze and explain how the English language has developed and been influenced by other languages; |

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| Reading/Vocabulary Development (cont.) | | | | | | | | | | | | |
| 5(D) use a picture dictionary to find words. | 6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words. | 5(D) alphabetize a series of words and use a dictionary or a glossary to find words. | 4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words. | 2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. | 2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. | 2(E) | 2(E) | 2(E) | 2(E) | 1(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. | 1(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. | 1(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed. |
| Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: | | | | | | | | | | | | |
| 6(A) identify elements of a story including setting, character and key events; | | | | | | | | | | | | |
| 6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience; | 7(A) connect the meaning of a well-known story or fable to personal experiences; | 6(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; | 5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; | 3(A) summarize and explain the lesson or message of a work of fiction as its theme; | 3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures; | 3(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; | 3(A) describe multiple themes in a work of fiction; | 3(A) analyze literary works that share similar themes across cultures; | 2(A) analyze how the genre of texts with similar themes shapes meaning; | 2(A) compare and contrast differences in similar themes expressed in different time periods; | 2(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition; | 2(A) compare and contrast works of literature that express a universal theme; |
| 6(C) recognize sensory details; | | | | | | | | | | | | |

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| Reading/Comprehension of Literary Text/Theme and Genre (cont.) | | | | | | | | | | | | |
| 6(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures. | 7(B) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales. | 6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot. | 5(B) compare and contrast the settings in myths and traditional folktales. | 3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. | 3(B) describe the phenomena explained in origin myths from various cultures; | 3(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; | 3(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero’s tasks, circle stories); | 3(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of after-life, roles and characteristics of deities, purposes of myths); | 2(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; | 2(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; | 2(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; | 2(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; |
| | | | | | 3(C) explain the effect of a historical event or movement on the theme of a work of literature. | 3(C) compare and contrast the historical and cultural settings of two literary works. | 3(C) analyze how place and time influence the theme or message of a literary work. | 3(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. | 2(C) relate the figurative language of a literary work to its historical and cultural setting. | 2(C) relate the figurative language of a literary work to its historical and cultural setting. | 2(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting. | 2(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time. |
| Reading/Comprehension of Literary Text/Poetry. | | | | | | | | | | | | |
| Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to: | | | | | | | | | | | | |
| 7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds. | 8(A) respond to and use rhythm, rhyme, and alliteration in poetry. | 7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry. | 6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). | 4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). | 4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. | 4(A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem. | 4(A) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem. | 4(A) compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry). | 3(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. | 3(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. | 3(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry. | 3(A) evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods. |

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| Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to: | | | | | | | | | | | | |
| | | 8(A) identify the elements of dialogue and use them in informal plays. | 7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed. | 5(A) describe the structural elements particular to dramatic literature. | 5(A) analyze the similarities and differences between an original text and its dramatic adaptation. | 5(A) explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line. | 5(A) explain a playwright's use of dialogue and stage directions. | 5(A) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays. | 4(A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. | 4(A) analyze how archetypes and motifs in drama affect the plot of plays. | 4(A) analyze the themes and characteristics in different periods of modern American drama. | 4(A) evaluate how the structure and elements of drama change in the works of British dramatists across literary periods. |
| Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: | | | | | | | | | | | | |
| 8(A) retell a main event from a story read aloud; | 9(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; | 9(A) describe similarities and differences in the plots and settings of several works by the same author; | 8(A) sequence and summarize the plot's main events and explain their influence on future events; | 6(A) | 5(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; | 6(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; | 6(A) explain the influence of the setting on plot development; | 6(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved; | 5(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; | 5(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction; | 5(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; | 5(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; |
| 8(B) describe characters in a story and the reasons for their actions. | 9(B) describe characters in a story and the reasons for their actions and feelings. | 9(B) describe main characters in works of fiction, including their traits, motivations, and feelings. | 8(B) describe the interaction of characters including their relationships and the changes they undergo; | 6(B) | 6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; | 6(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; | 6(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; | 6(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; | 5(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; | 5(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures; | 5(B) analyze the internal and external development of characters through a range of literary devices; | 5(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters; |

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| Reading/Comprehension of Literary Text/Fiction (cont.) | | | | | | | | | | | | |
| | | | 8(C) identify whether the narrator or speaker of a story is first or third person. | 6(C) | 6(C) explain different forms of third-person points of view in stories. | 6(C) describe different forms of point-of-view, including first- and third-person. | 6(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. | 6(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective. | 5(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; | 5(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; | 5(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; | 5(C) compare and contrast the effects of different forms of narration across various genres of fiction; |
| | | | | | | | | | 5(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature. | 5(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature. | 5(D) demonstrate familiarity with works by authors in American fiction from each major literary period. | 5(D) demonstrate familiarity with works of fiction by British authors from each major literary period. |

Reading/Comprehension of Literary Text/Literary Nonfiction.

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

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| 10(A) determine whether a story is true or a fantasy and explain why. | 10(A) distinguish between fiction and nonfiction. | 9(A) explain the difference in point of view between a biography and autobiography. | 7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography. | 7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. | 7(A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography. | 7(A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. | 7(A) analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. | 6(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. | 6(A) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction. | 6(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning. | 6(A) analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction. |
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| Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to: | | | | | | | | | | | | |
| | 11(A) recognize sensory details in literary text. | 11(A) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps). | 10(A) identify language that creates a graphic, visual experience and appeals to the senses. | 8(A) identify the author's use of similes and metaphors to produce imagery. | 8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text. | 8(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. | 8(A) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. | 8(A) explain the effect of similes and extended metaphors in literary text. | 7(A) explain the role of irony, sarcasm, and paradox in literary works. | 7(A) explain the function of symbolism, allegory, and allusions in literary works. | 7(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works. | 7(A) analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works. |
| Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to: | | | | | | | | | | | | |
| | 12(A) read independently for a sustained period of time. | 12(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning. | 11(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). | 9(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). | | | | | | | | |

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| Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: | | | | | | | | | | | | |
| 9(A) identify the topic of an informational text heard. | 13(A) identify the topic and explain the author's purpose in writing about the text. | 13(A) identify the topic and explain the author's purpose in writing the text. | 12(A) identify the topic and locate the author's stated purposes in writing the text. | 10(A) explain the difference between a stated and an implied purpose for an expository text. | 10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved. | 9(A) compare and contrast the stated or implied purposes of different authors writing on the same topic. | 9(A) explain the difference between the theme of a literary work and the author's purpose in an expository text. | 9(A) analyze works written on the same topic and compare how the authors achieved similar or different purposes. | 8(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. | 8(A) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. | 8(A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance. | 8(A) analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. |
| Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: | | | | | | | | | | | | |
| 10(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations; | 14(A) restate the main idea, heard or read; | 14(A) identify the main idea in a text and distinguish it from the topic; | 13(A) identify the details or facts that support the main idea; | 11(A) summarize the main idea and supporting details in text in ways that maintain meaning; | 11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; | 10(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; | 10(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; | 10(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; | 9(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; | 9(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique; | 9(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; | 9(A) |
| 10(B) retell important facts in a text, heard or read; | 14(B) identify important facts or details in text, heard or read; | 14(B) locate the facts that are clearly stated in a text; | 13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; | 11(B) distinguish fact from opinion in a text and explain how to verify what is a fact; | 11(B) determine the facts in text and verify them through established methods; | 10(B) explain whether facts included in an argument are used for or against an issue; | 10(B) distinguish factual claims from commonplace assertions and opinions; | 10(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; | 9(B) differentiate between opinions that are substantiated and unsubstantiated in the text; | 9(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; | 9(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned conclusions and the different ways conclusions are supported; | 9(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints; |

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| Reading/Comprehension of Informational Text/Expository Text (cont.) | | | | | | | | | | | | |
| 10(C) discuss the ways authors group information in text; | 14(C) retell the order of events in a text by referring to the words and/or illustrations; | 14(C) describe the order of events or ideas in a text; | 13(C) identify explicit cause and effect relationships among ideas in texts; | 11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; | 11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; | 10(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; | 10(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; | 10(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; | 9(C) | 9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; | 9(C) | 9(C) |
| 10(D) use titles and illustrations to make predictions about text. | 14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text. | 14(D) use text features (e.g., tables of contents, index, headings) to locate specific information in text. | 13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. | 11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. | 11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; | | | | | | | |
| | | | | | 11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. | 10(D) | 10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence. | 10(D) | 9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. | 9(D) | 9(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence. | 9(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence. |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|---|---|---|---|---|---|---|---|---|---|---|
| Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: | | | | | | | | | | | | |
| | | | 14(A) identify what the author is trying to persuade the reader to think or do. | 12(A) explain how an author uses language to present information to influence what the reader thinks or does. | 12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument. | 11(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; | 11(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; | 11(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; | 10(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; | 10(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; | 10(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; | 10(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; |
| | | | | | 12(B) recognize exaggerated, contradictory, or misleading statements in text. | 11(B) identify simply faulty reasoning used in persuasive texts. | 11(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts. | 11(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. | 10(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. | 10(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks. | 10(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations. | 10(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language. |
| Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to: | | | | | | | | | | | | |
| 11(A) follow pictorial directions (e.g., recipes, science experiments); | 15(A) follow written multi-step directions with picture cues to assist with understanding; | 15(A) follow written multi-step directions; | 15(A) follow and explain a set of written multi-step directions; | 13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); | 13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; | 12(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; | 12(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; | 12(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; | 11(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); | 11(A) evaluate text for the clarity of its graphics and its visual appeal; | 11(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); | 11(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
| Reading/Comprehension of Informational Text/Procedural Text (cont.) | | | | | | | | | | | | |
| 11(B) identify the meaning of specific signs (e.g., traffic signs, warning signs). | 15(B) explain the meaning of specific signs and symbols (e.g., map features). | 15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations). | 15(B) locate and use specific information in graphic features of text. | 13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). | 13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. | 12(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. | 12(B) explain the function of the graphical components of a text. | 12(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose. | 11(B) analyze factual, quantitative, or technical data presented in multiple graphical sources. | 11(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). | 11(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. | 11(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations. |
| Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | | | | | | | | | | | | |
| 12(A) identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance); | 16(A) recognize different purposes of media (e.g., to inform, to entertain) (with adult assistance); | 16(A) recognize different purposes of media (e.g., informational, entertainment); | 16(A) understand how communication changes when moving from one genre of media to another; | 14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior; | 14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news); | 13(A) explain messages conveyed in various forms of media; | 13(A) interpret both explicit and implicit messages in various forms of media; | 13(A) evaluate the role of media in focusing attention on events and informing opinion on issues; | 12(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts; | 12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; | 12(A) | 12(A) |
| 12(B) identify techniques used in media (e.g., sound, movement) (with adult assistance). | 16(B) identify techniques used in media (e.g., sound, movement). | 16(B) describe techniques used to create media messages (e.g., sound, graphics); | 16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); | 14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); | 14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news); | 13(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; | 13(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; | 13(B) | 12(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); | 12(B) | 12(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media; | 12(B) |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---------------------------------------|-----|--|--|--------------|--|--|--|--|---|---|--|--|
| Reading/Media Literacy (cont.) | | | | | | | | | | | | |
| | | | | | 14(C) identify the point of view of media presentations; | 13(B) recognize how various techniques influence viewers' emotions; | 13(C) evaluate various ways media influences and informs audiences; | 13(C) evaluate various techniques used to create a point of view in media and the impact on audience; | 12(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); | 12(C) examine how individual perception or bias in coverage of the same event influences the audience; | 12(C) evaluate the objectivity of the same event in various types of media; | 12(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; |
| | | 16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game). | 16(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article). | 14(C) | 14(D) analyze various digital media venues for levels of formality and informality. | 13(D) | 13(D) assess the correct level of formality and tone for successful participation in various digital media. | 13(D) | 12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. | 12(D) | 12(D) evaluate changes in formality and tone across various media for different audiences and purposes. | 12(D) |



ELAR TEKS Figure 19

Subchapter A: Elementary

Subchapter B: Middle School

Subchapter C: High School

Subchapter D: High School English as a Second
Language

**ELAR
ELEMENTARY**

**ELAR
MIDDLE SCHOOL**

**ELAR
HIGH SCHOOL**

ESOL I–II

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary
Reading/Comprehension Skills §110.11 - §110.16

| Kindergarten (§110.11 English Language Arts and Reading) | First Grade (§110.12 English Language Arts and Reading) | Second Grade (§110.13 English Language Arts and Reading) | Third Grade (§110.14 English Language Arts and Reading) | Fourth Grade (§110.15 English Language Arts and Reading) | Fifth Grade (§110.16 English Language Arts and Reading) |
|---|---|---|---|---|---|
| Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: | Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: | Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: | Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: | Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: | Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: |
| (A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language); | (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; | (A) establish purposes for reading selected texts based upon content to enhance comprehension; | (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; | (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; | (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; |
| (B) ask and respond to questions about text; | (B) ask literal questions of text; | (B) ask literal questions of text; | (B) ask literal, interpretive, and evaluative questions of text; | (B) ask literal, interpretive, and evaluative questions of text; | (B) ask literal, interpretive, evaluative, and universal questions of text; |

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary
Reading/Comprehension Skills §110.11 - §110.16

| Kindergarten (§110.11 English Language Arts and Reading) | First Grade (§110.12 English Language Arts and Reading) | Second Grade (§110.13 English Language Arts and Reading) | Third Grade (§110.14 English Language Arts and Reading) | Fourth Grade (§110.15 English Language Arts and Reading) | Fifth Grade (§110.16 English Language Arts and Reading) |
|---|---|---|--|--|---|
| (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); | (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); | (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); | (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); | (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); | (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); |
| (D) make inferences based on the cover, title, illustrations, and plot; | (D) make inferences about text and use textual evidence to support understanding; | (D) make inferences about text using textual evidence to support understanding; | (D) make inferences about text and use textual evidence to support understanding; | (D) make inferences about text and use textual evidence to support understanding; | (D) make inferences about text and use textual evidence to support understanding; |
| (E) retell or act out important events in stories; and | (E) retell or act out important events in stories in logical order; and | (E) retell important events in stories in logical order; and | (E) summarize information in text, maintaining meaning and logical order; and | (E) summarize information in text, maintaining meaning and logical order; and | (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and |
| (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. | (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. | (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. | (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. | (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. | (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence. |

Figure: 19 TAC §110.17(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter B. Middle School
Reading/Comprehension Skills §110.18 - §110.20

| Sixth Grade <i>(§110.18 English Language Arts and Reading)</i> | Seventh Grade <i>(§110.19 English Language Arts and Reading)</i> | Eighth Grade <i>(§110.20 English Language Arts and Reading)</i> |
|--|--|---|
| <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); (D) make complex inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence. | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); (D) make complex inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence. |

Figure: 19 TAC §110.30(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter C. High School
Reading/Comprehension Skills §110.31 - §110.34

| English I <i>(§110.31 English Language Arts and Reading)</i> | English II <i>(§110.32 English Language Arts and Reading)</i> | English III <i>(§110.33 English Language Arts and Reading)</i> | English IV <i>(§110.34 English Language Arts and Reading)</i> |
|---|---|---|---|
| <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> |

Figure: 19 TAC §128.30(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
 Subchapter C. High School
 Reading/Comprehension Skills §128.31 - §128.32

| English I for Speakers of Other Languages <i>(§128.31. English I for Speakers of Other Languages)</i> | English II for Speakers of Other Languages <i>(§128.32. English II for Speakers of Other Languages)</i> |
|---|--|
| <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding. | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding. |

WRITING



ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

WRITING

Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

Guide to the ELAR TEKS Writing Strand Across Grade Levels

| Tagline and Applicable Grade Level | Knowledge and Skills Statement | CCRS Standard |
|---|---|---|
| Writing Process <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> </div> | Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | E/LAS (English/Language Arts Standards): Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS (Cross-Disciplinary Standards): II. Foundational Skills. B. Writing across the curriculum |
| Literary Texts <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> </div> | Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I–IV) Students are responsible for at least two forms of literary writing. | E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS: II. Foundational Skills. B. Writing across the curriculum |
| Personal (unofficial tag line) <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> </div> | Students write about their own experiences. | E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS: II. Foundational Skills. B. Writing across the curriculum |

| Tagline and Applicable Grade Level | | | | | | | | | | | | | Knowledge and Skills Statement | CCRS Standard |
|--|---|---|---|---|---|---|---|---|---|----|----|----|---|--|
| Expository and Procedural Texts | | | | | | | | | | | | | Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. | E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS: II. Foundational Skills. B. Writing across the curriculum |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Persuasive Texts | | | | | | | | | | | | | Grades 2–6: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Grades 7–8: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays to the appropriate audience. Courses Eng. I–II: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience. Courses Eng. III–IV: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience. | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

ELAR TEKS Writing Strand Vertical Alignment

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|---|---|---|-------|--|-------|-------|--|---|--------|---------|---|
| Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | | | | | | | | | | | | |
| 13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance); | 17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); | 17(A) | 17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); | 15(A) | 15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; | 14(A) | 14(A) | 14(A) | 13(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; | 13(A) | 13(A) | 13(A) |
| 13(B) develop drafts by sequencing the action or details in the story (with adult assistance); | 17(B) develop drafts by sequencing ideas through writing sentences; | 17(B) | 17(B) develop drafts by categorizing ideas and organizing them into paragraphs; | 15(B) | 15(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; | 14(B) | 14(B) | 14(B) | 13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; | 13(B) | 13(B) | 13(B) |
| 13(C) revise drafts by adding details or sentences (with adult assistance); | 17(C) revise drafts by adding or deleting a word, phrase, or sentence; | 17(C) revise drafts by adding or deleting words, phrases, or sentences; | 17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; | 15(C) | 15(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; | 14(C) | 14(C) | 14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; | 13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; | 13(C) | 13(C) | 13(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; |
| 13(D) edit drafts by leaving spaces between letters and words (with adult assistance); | 17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; | 17(D) | 17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; | 15(D) | 15(D) edit drafts for grammar, mechanics, and spelling; | 14(D) | 14(D) | 14(D) | 13(D) | 13(D) | 13(D) | 13(D) |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|--------------|---|--|---|--------------|---|---|---|--|--|--|
| Writing/Writing Process (cont.) | | | | | | | | | | | | |
| 13(E) share writing with others (with adult assistance). | 17(E) publish and share writing with others. | 17(E) | 17(E) publish written work for a specific audience. | 15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience. | 15(E) | 14(E) | 14(E) | 14(E) | 13(E) | 13(E) | 13(E) | 13(E) |
| revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. | | | | | | | | | | | | |
| Writing/Literary Texts. (Grades K–8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (Courses Eng I–IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: | | | | | | | | | | | | |
| 14(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; | 18(A) write brief stories that include a beginning, middle, and end; | 18(A) | 18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; | 16(A) | 15(A) write imaginative stories that include: | 15(A) | 15(A) write an imaginative story that: | 14(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot; | 14(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone; | 14(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone; | 14(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone; | 14(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone; |
| | | | | | (i) a clearly defined focus, plot, and point of view; | (i) | | | | | | |
| | | | | | | | (i) sustains reader interest; | | | | | |
| | | | | | | | (ii) includes well-paced action and an engaging story line; | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---------------------------------------|--|--------------|--|--------------|--|--|--|--|--|--------------|---|--------------|
| Writing/Literary Texts (cont.) | | | | | | | | | | | | |
| | | | | | 16(A)(ii) a specific, believable setting created through the use of sensory details; | 15(A)(ii) a specific, believable setting created through the use of sensory details; | 15(A)(iii) creates a specific, believable setting through the use of sensory details; | 15(A)(iii) creates a specific, believable setting through the use of sensory details; | | | | |
| | | | | | (iii) dialogue that develops the story; | (iii) dialogue that develops the story; | | | | | | |
| | | | | | | | (iv) develops interesting characters; | (iv) develops interesting characters; | | | | |
| | | | | | | | (v) uses a range of literary strategies and devices to enhance the style and tone; | (v) uses a range of literary strategies and devices to enhance the style and tone; | | | | |
| 14(B) write short poems. | 18(B) write short poems that convey sensory details. | 18(B) | 18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse). | 16(B) | 16(B) write poems using: | 15(B) | 15(B) write a poem using: | 15(B) | 14(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); | 14(B) | 14(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); | 14(B) |
| | | | | | (i) poetic techniques (e.g., alliteration, onomatopoeia); | (i) poetic techniques (e.g., alliteration, onomatopoeia); | (i) poetic techniques (e.g., rhyme scheme, meter); | (i) poetic techniques (e.g., rhyme scheme, meter); | | | | |
| | | | | | (ii) figurative language (e.g., similes, metaphors); | (ii) figurative language (e.g., similes, metaphors); | (ii) figurative language (e.g., personification, idioms, hyperbole); | (ii) figurative language (e.g., personification, idioms, hyperbole); | | | | |
| | | | | | (iii) graphic elements (e.g., capital letters, line length). | (iii) graphic elements (e.g., capital letters, line length). | (iii) graphic elements (e.g., word position). | (iii) graphic elements (e.g., word position). | | | | |
| | | | | | | | | | 14(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. | 14(C) | 14(C) write a script with an explicit or implicit theme, using a variety of literary techniques. | 14(C) |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|---|--------------|--|--|---|---|--|---|---|---|---|--------------|
| Writing. Students write about their own experiences. Students are expected to: | | | | | | | | | | | | |
| | | | 19(A) write about important personal experiences. | 17(A) | 17(A) write a personal narrative that conveys thoughts and feelings about an experience. | 16(A) | 16(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. | 16(A) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences. | | | | |
| Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: | | | | | | | | | | | | |
| 15(A) dictate or write information for lists, captions, or invitations. | 19(A) write brief compositions about topics of interest to the student; | 19(A) | 20(A) create brief compositions that: | 18(A) | 18(A) create multi-paragraph essays to convey information about the topic that: | 17(A) | 17(A) write a multi-paragraph essay to convey information about a topic that: | 17(A) | 15(A) write an analytical essay of sufficient length that includes: | 15(A) | 15(A) | 15(A) |
| | | | (i) establish a central idea in a topic sentence; | (i) establish a central idea in a topic sentence; | | | | | | | | |
| | | | (iii) contain a concluding statement; | (iii) contain a concluding statement; | (i) present effective introductions and concluding paragraphs; | (i) present effective introductions and concluding paragraphs; | (i) presents effective introductions and concluding paragraphs; | (i) presents effective introductions and concluding paragraphs; | | | | |
| | | | | | (ii) guide and inform the reader’s understanding of key ideas and evidence; | (ii) guide and inform the reader’s understanding of key ideas and evidence; | (ii) contains a clearly stated purpose or controlling idea; | (ii) contains a clearly stated purpose or controlling idea; | | | | |
| | | | (ii) include supporting sentences with simple facts, details, and explanations; | (ii) include supporting sentences with simple facts, details, and explanations; | (iii) include specific facts, details, and examples in an appropriately organized structure; | (iii) include specific facts, details, and examples in an appropriately organized structure; | (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; | (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; | | | | |
| | | | | | | | | (i) effective introductory and concluding paragraphs and a variety of sentence structures; | (i) effective introductory and concluding paragraphs and a variety of sentence structures; | (i) effective introductory and concluding paragraphs and a variety of sentence structures; | (i) effective introductory and concluding paragraphs and a variety of sentence structures; | |
| | | | | | | | | (iii) a controlling idea or thesis | (iii) a thesis or controlling idea | (iii) a clear thesis statement or controlling idea | (iii) a clear thesis statement or controlling idea | |
| | | | | | | | | (iv) an organizing structure appropriate to purpose, audience, and context; | (iv) an organizing structure appropriate to purpose, audience, and context; | (iv) a clear organizational schema for conveying ideas; | (iv) a clear organizational schema for conveying ideas; | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|-----|-----|-----|-----|---|---|--|--|---|--|--|---|
| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | | | | | 18(A)(iv) use a variety of sentence structures and transitions to link paragraphs; | 17(A)(iv) use a variety of sentence structures and transitions to link paragraphs; | 17(A)(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; | 17(A)(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; |
| | | | | | | | (iv) accurately synthesizes ideas from several sources; | (iv) accurately synthesizes ideas from several sources; | | | | |
| | | | | | | | | | (v) relevant information and valid inferences; | (v) relevant evidence and well-chosen details; | (v) relevant and substantial evidence and well-chosen details; | (v) relevant and substantial evidence and well-chosen details; |
| | | | | | | | | | | (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement; | (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources; | (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; |
| | | | | | | | | | | | | (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|---|---|--|--|--|--|--|--|--|--|--|
| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | 19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); | 19(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); | 20(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); | 18(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); | 17(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); | 17(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context; | 17(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context; | 15(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: | 15(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: | 15(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: | 15(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: | 15(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: |
| | | | | | | | | (i) organized and accurately conveyed information; | (i) organized and accurately conveyed information; | (v) appropriate organizational structures supported by facts and details (documented if appropriate); | (v) appropriate organizational structures supported by facts and details (documented if appropriate); | |
| | | | | | | | | | | (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; | (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; | |
| | | | | | | | | (ii) reader-friendly formatting techniques; | (ii) reader-friendly formatting techniques; | (ii) appropriate formatting structures (e.g., headings, graphics, white space); | (ii) appropriate formatting structures (e.g., headings, graphics, white space); | |
| | | | | | | | | | (iii) anticipation of readers' questions; | (iii) relevant questions that engage readers and address their needs; | (iii) relevant questions that engage readers and address their potential problems and misunderstandings; | |
| | | | | | | | | | | (iv) accurate technical information in accessible language; | (iv) accurate technical information in accessible language; | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|---|---|--|---|-------|-------|---|-------|--|--|--|---|
| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | 19(C) write brief comments on literary or informational texts. | 19(C) write responses to literary or expository texts that demonstrate an understanding of the text. | 20(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. | 18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. | 18(C) | 17(C) | 17(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; | 17(C) | 15(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: | 15(C) write an interpretation of an expository or a literary text that: | 15(C) | 15(C) |
| | | | | | | | | | (i) extends beyond a summary and literal analysis; | (i) extends beyond a summary and literal analysis; | | |
| | | | | | | | | | | | (i) advances a clear thesis statement; | (i) advances a clear thesis statement; |
| | | | | | | | | | (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; | (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; | (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; | (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; |
| | | | | | | | | | (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; | (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; | (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; | (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; |
| | | | | | | | | | | | (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; | (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; |
| | | | | | | | | | | | (v) anticipates and responds to readers' questions or contradictory information, | (v) anticipates and responds to readers' questions and contradictory information; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|-----|--|---|---|---|---|--|--|---|--------|---------|--------|
| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | | | | | | 17(D) produce a multimedia presentation involving text and graphics using available technology. | 17(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology. | 15(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. | 15(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view. | | | |
| Writing/Persuasive Texts. (Grades 2–6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: | | | | | | | | | | | | |
| | | 20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community. | 21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details. | 19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives. | 18(A) establishes a clear thesis or position; | 18(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; | 16(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; | 16(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; | 16(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|-----|-----|-----|-----|-----|-----|--|-------|--|--|--|---|
| Writing/Persuasive Texts (cont.) | | | | | | | | | | | | |
| | | | | | | | 18(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; | 18(B) | 16(B) consid- eration of the whole range of information and views on the topic and accurate and honest repre- sentation of these views; | 16(B) consid- eration of the whole range of informa- tion and views on the topic and accurate and honest representa- tion of these views (i.e., in the author's own words and not out of context); | 16(B) accurate and honest representa- tion of divergent views (i.e., in the author's own words and not out of context); | 16(B) |
| | | | | | | | | | 16(C) counter-arguments based on evidence to anticipate and ad- dress objections; | 16(C) | 16(D) information on the complete range of relevant perspectives; | 16(D) |
| | | | | | | | 18(C) includes evidence that is logi- cally organized to support the author's viewpoint and that differentiates between fact and opinion. | 18(C) | 16(D) an organizing structure appro- priate to the purpose, audience, and context; | 16(D) | 16(C) an organizing structure appro- priate to the purpose, audience, and context; | 16(C) |
| | | | | | | | | | 16(E) an analysis of the relative value of specific data, facts, and ideas. | 16(E) | 16(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; | 16(E) |
| | | | | | | | | | | 16(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, il- lustrations). | 16(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetori- cal devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs). | 16(F) |
| | | | | | | | | | | | | 16(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone. |

ORAL AND WRITTEN CONVENTIONS



ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

ORAL AND WRITTEN CONVENTIONS

Students learn how to use the oral and written conventions of the English language in speaking and writing.

Guide to the ELAR TEKS Oral and Written Conventions Strand Across Grade Levels

| Tagline and Applicable Grade Level | | | | | | | | | | | | | Knowledge and Skills Statement | CCRS Standard |
|---|---|---|---|---|---|---|---|---|---|----|----|----|---|--|
| Conventions | | | | | | | | | | | | | Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | E/LAS (English/Language Arts Standards): Writing: A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. CDS (Cross-Disciplinary Standards): II. Foundational Skills. B. Writing across the curriculum 1. Write clearly and coherently using standard writing conventions. |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Handwriting/Capitalization/Punctuation | | | | | | | | | | | | | Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students will continue to apply earlier standards with greater complexity. | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Spelling | | | | | | | | | | | | | Students spell correctly. | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |

ELAR TEKS Oral and Written Conventions Strand

Vertical Alignment

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|--|---|--|--|--|--|---|--|---|---|--|--------|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: | | | | | | | | | | | | |
| 16(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): | 20(A) understand and use the following parts of speech in the context of reading, writing, and speaking: | 21(A) | 22(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | 20(A) | 20(A) | 19(A) | 19(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: | 19(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | 17(A) | 17(A) | 17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); | 17(A) |
| (i) past and future tenses when speaking; | (i) verbs (past, present, and future); | (i) verbs (past, present, and future); | (i) verbs (past, present, and future); | (i) verbs (irregular verbs); | (i) verbs (irregular verbs and active voice); | (i) verbs (irregular verbs and active and passive voice); | (i) verbs (perfect and progressive tenses) and participles; | (i) verbs (perfect and progressive tenses) and participles; | (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); | (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); | | |
| (ii) nouns (singular/plural); | (ii) nouns (singular/plural, common/proper); | (ii) nouns (singular/plural, common/proper); | (ii) nouns (singular/plural, common/proper); | (ii) nouns (singular/plural, common/proper); | (ii) collective nouns (e.g., class, public); | (ii) non-count nouns (e.g., rice, paper); | | | | | | |
| (iii) descriptive words; | (iii) adjectives (e.g., descriptive: green, tall); | (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the); | (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the); | (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); | (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best); | (iii) predicate adjectives (She is <i>intelligent</i> .) and their comparative and superlative forms (e.g., many, more, most); | | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|---|---|--|--|--|---|---|--|--|--|---------|--------|
| Oral and Written Conventions/Conventions (cont.) | | | | | | | | | | | | |
| | 20(A)(iv) adverbs (e.g., time: before, next); | 21(A)(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); | 22(A)(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); | 20(A)(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); | 20(A)(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); | 19(A)(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); | 19(A)(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); | | | | | |
| (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); | (v) prepositions and prepositional phrases; | (v) prepositions and prepositional phrases; | (v) prepositions and prepositional phrases; | (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; | (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; | (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; | (v) prepositions and prepositional phrases and their influence on subject-verb agreement; | | | | | |
| (v) pronouns (e.g., I, me); | (vi) pronouns (e.g., I, me); | (vi) pronouns (e.g., he, him); | (vi) possessive pronouns (e.g., his, hers, theirs); | (vi) reflexive pronouns (e.g., myself, ourselves); | (vi) indefinite pronouns (e.g., all, both, nothing, anything); | (vi) indefinite pronouns (e.g., all, both, nothing, anything); | (vi) relative pronouns (e.g., whose, that, which); | (iv) relative pronouns (e.g., whose, that, which); | (ii) restrictive and nonrestrictive relative clauses; | (ii) restrictive and nonrestrictive relative clauses; | | |
| | | | | | | | | | (iii) reciprocal pronouns (e.g., each other, one another); | (iii) reciprocal pronouns (e.g., each other, one another); | | |
| | | | (vii) coordinating conjunctions (e.g., and, or, but); | (vii) correlative conjunctions (e.g., either/or, neither/nor); | (vii) subordinating conjunctions (e.g., while, because, although, if); | (vii) subordinating conjunctions (e.g., while, because, although, if); | (vii) subordinating conjunctions (e.g., because, since); | (v) subordinating conjunctions (e.g., because, since); | | | | |
| | (vii) time-order transition words; | (vii) time-order transition words; | (viii) time-order transition words and transitions that indicate a conclusion; | (viii) use time-order transition words and transitions that indicate a conclusion; | (viii) transitional words (e.g., also, therefore); | (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to); | (viii) transitions for sentence to sentence or paragraph to paragraph coherence; | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|---|---|-------|-------|---|---|--|--|--------|--|--------|
| Oral and Written Conventions/Conventions (cont.) | | | | | | | | | | | | |
| | | | | | | | 19(A)(ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; | 19(A)(ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; | | | | |
| | | | | | | 19(B) differentiate between the active and passive voice and know how to use them both; | | | | | | |
| 16(B) speak in complete sentences to communicate; | 20(B) speak in complete sentences with correct subject-verb agreement; | 21(B) use complete sentences with correct subject-verb agreement; | 22(B) use the complete subject and the complete predicate in a sentence; | 20(B) | 20(B) | | 19(B) write complex sentences and differentiate between main versus subordinate clauses; | 19(B) | | | | |
| | 20(C) ask questions with appropriate subject-verb inversion. | 21(C) distinguish among declarative and interrogative sentences. | | | | | | | | | | |
| | | | | | | | | | 17(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; | 17(B) | | |
| 16(C) use complete simple sentences. | | | 22(C) use complete simple and compound sentences with correct subject-verb agreement. | 20(C) | 20(C) | 19(C) | 19(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses. | 19(C) | 17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). | 17(C) | 17(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). | 17(B) |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV | |
|---|--|--|---|--|-------|-------|-------|-------|-------|---|---------|-----------------------------------|------------------------------------|
| Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. (Grades 6–7 and Courses Eng. I–IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to: | | | | | | | | | | | | | |
| 17(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression); | 21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences; | 22(A) write legibly leaving appropriate margins for readability; | 23(A) write legibly in cursive script with spacing between words in a sentence; | 21(A) write legibly by selecting cursive script or manuscript printing as appropriate; | | | | | | | | | |
| 17(B) capitalize the first letter in a sentence; | 21(B) recognize and use basic capitalization for: | 22(B) | 23(B) | 21(B) | 21(A) | 20(A) | 20(A) | 20(A) | 18(A) | 18(A) | 18(A) | 18(A) | |
| | (i) the beginning of sentences; | use capitalization for: | | | | | | | | | | | |
| | (ii) the pronoun “I”; | | | | | | | | | | | | |
| | (iii) names of people; | | | | | | | | | | | (i) proper nouns; | (iii) of-ficial titles of people; |
| | | | | | | | | | | | | (ii) months and days of the week; | |
| | | | | | | | | | | | | | (i) geographical names and places; |
| | | (iii) the salutation and closing of a letter; | | | | | | | | | | | |
| use conventions of capitalization; | | | | | | | | | | correctly and consistently use conventions of punctuation and capitalization. | | | |
| | | | | | | | | | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|---|---|---|--|---|---|---|--|---|---|---------|--------|
| Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.) | | | | | | | | | | | | |
| | | | | <div>21(B)(ii) titles of books, stories, and essays;</div> <div>(iii) languag- es, races, and nationalities;</div> | <div>21(A)</div> | <div>20(A)</div> | | | | | | |
| | | | | <div>(i) abbrevia- tions;</div> <div>(ii) initials and acronyms;</div> <div>(iii) organiza- tions.</div> | <div>(i) abbrevia- tions;</div> <div>(ii) initials and acronyms;</div> <div>(iii) organiza- tions;</div> | | | | | | | |
| <div>17(C)</div> use punctuation at the end of a sentence. | <div>21(C)</div> recog- nize and use punctuation marks at the end of declarative, exclamatory, and interroga- tive sentences. | <div>22(C)</div> <div>(i) ending punctuation in sentences;</div> <div>(ii) apos- trophes and contractions;</div> <div>(iii) apos- trophes and possessives.</div> | <div>23(C)</div> <div>(i) apostro- phes in con- tractions and possessives;</div> <div>(ii) commas in series and dates;</div> | <div>21(C)</div> <div>(i) commas in compound sentences;</div> <div>(ii) quotation marks.</div> | <div>21(B)</div> <div>(i) commas in compound sentences;</div> <div>(ii) proper punctuation and spacing for quotations;</div> | <div>20(B)</div> <div>(i) commas in compound sentences;</div> <div>(ii) proper punctuation and spacing for quotations;</div> | <div>20(B)</div> <div>(i) commas after introduc- tory words, phrases, and clauses;</div> | <div>20(B)</div> <div>(i) commas after introduc- tory structures and depen- dent adverbial clauses, and correct punctuation of complex sentences;</div> | <div>18(B)</div> <div>(ii) comma placement in nonrestric- tive phrases, clauses, and contrasting expressions;</div> <div>(i) quotation marks to indi- cate sarcasm or irony;</div> | <div>18(B)</div> <div>(i) comma placement in nonrestric- tive phrases, clauses, and contrasting expressions;</div> <div>(ii) quotation marks to indi- cate sarcasm or irony; and</div> | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|-----|-----|---|-----|---|---|---------------------------------------|--|--|--|---------|--------|
| Oral and Written Conventions/Handwriting, Capitalization, and Punctuation (cont.) | | | | | | | | | | | | |
| | | | | | | (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); | (ii) semicolons, colons, and hyphens. | (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses. | (iii) dashes to emphasize parenthetical information. | (iii) dashes to emphasize parenthetical information. | | |
| | | | 23(D) use correct mechanics including paragraph indentations. | | 21(C) use proper mechanics including italics and underlining for titles and emphasis. | 20(C) use proper mechanics including italics and underlining for titles of books. | | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|--|---|--|---|-----|-----|-----|-------|--------|---------|--------|
| Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: | | | | | | | | | | | | |
| 18(A) use phonological knowledge to match sounds to letters; | 22(A) use phonological knowledge to match sounds to letters to construct known words; | 23(A) use phonological knowledge to match sounds to letters to construct unknown words; | 24(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell; | | | | | | | | | |
| 18(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., cut); | 22(B) use letter-sound patterns to spell: | 23(B) spell words with common orthographic patterns and rules: | 24(B) | 22(A) | 22(A) | | | | | | | |
| | (i) consonant-vowel-consonant (CVC) words; | (i) complex consonants (e.g., hard and soft c and g, ck); | (v) complex consonants (e.g., scr-, -dge, -tch); | | (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician); | | | | | | | |
| | | | (i) consonant doubling when adding an ending; | | | | | | | | | |
| | | | (iv) double consonants in middle of words; | (iii) double consonants in middle of words; | | | | | | | | |
| (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., “hope”); | (iii) long vowels (e.g., VCe-hope); | (ii) dropping final “e” when endings are added (e.g., -ing, -ed); | | | (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); | | | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|---|---|---|--|--|-----|-----|-----|-------|--------|---------|--------|
| Oral and Written Conventions/Spelling (cont.) | | | | | | | | | | | | |
| | 22(B) (iii) one-syllable words with consonant blends (e.g., “drop”); | 23(B) (ii) r-controlled vowels; (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy); | 24(B)(iii) changing y to i before adding an ending; (vi) abstract vowels (e.g., ou as in could, touch, through, bought); | 22(A) (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); (ii) irregular plurals (e.g., man/men, foot/feet, child/children); (iv) other ways to spell sh (e.g., -sion, -tion, -cian); (v) silent letters (e.g., knee, wring); | 22(A) (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation); | | | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|---|--|---|---|---|-----|-----|-----|-------|--------|---------|--------|
| Oral and Written Conventions/Spelling (cont.) | | | | | | | | | | | | |
| 18(C) write one's own name. | | | | | | | | | | | | |
| | 22(C) spell high-frequency words from a commonly used list; | 23(C) | 24(C) spell high-frequency and compound words from a commonly used list; | | | | | | | | | |
| | 22(D) spell base words with inflectional endings (e.g., adding "s" to make words plural); | 23(D) spell base words with inflectional endings (e.g., -ing and -ed); | | 22(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-); | 22(B) spell words with: <ul style="list-style-type: none"> (i) Greek roots (e.g., tele, photo, graph, meter); (ii) Latin roots (e.g., spec, scrib, rupt, port, ject, dict); (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence); | | | | | | | |
| | | | 24(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable); | | | | | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|--|---|---|--|--|-------|--|-------|-------|--------|---------|--------|
| Oral and Written Conventions/Spelling (cont.) | | | | | | | | | | | | |
| | | | 24(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode); | 22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); | 22(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect); | 21(A) | | | | | | |
| | | 23(E) spell simple contractions (e.g., isn't, aren't, can't); | 24(F) spell complex contractions (e.g., should've, won't); | | | | | | | | | |
| | 22(E) use resources to find correct spellings. | 23(F) | 24(G) use print and electronic resources to find and check correct spellings. | 22(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings. | 22(D) | 21(B) | 21(A) spell correctly, including using various resources to determine and check correct spellings. | 21(A) | 19(A) | 19(A) | 19(A) | 19(A) |
| | | | | | 22(E) know how to use the spell-check function in word processing while understanding its limitations. | 21(C) | | | | | | |

RESEARCH



ELAR TEKS Vertical Alignment

Grades K–English IV

The English Language Arts and Reading (ELAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the ELAR TEKS document. After kindergarten, the ELAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

RESEARCH

Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

Guide to the ELAR TEKS Research Strand Across Grade Levels

| Tagline and Applicable Grade Level | Knowledge and Skills Statement | CCRS Standard |
|--|--|---|
| Research Plan <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> </div> | Students ask open-ended research questions and develop a plan for answering them. | E/LAS (English/Language Arts Standards): V. Research: A. Formulate topic and questions. CDS (Cross-Disciplinary Standards): II. Foundational Skills. C. Research across the curriculum 3. Refine research topic based on preliminary research and devise a timeline for completing work. |
| Gathering Sources <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> </div> | Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. | E/LAS: V. Research: B. Select information from a variety of sources. B.1. Gather relevant sources. B.4. Use source material ethically. |
| Synthesizing Information <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> </div> | Students clarify research questions and evaluate and synthesize collected information. | E/LAS: V. Research: B.2. Evaluate the validity and reliability of sources. B.3. Synthesize and organize information effectively. |
| Organizing and Presenting Ideas <div> <div>K</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> </div> | Grades 1–4: Students organize and present their ideas and information according to the purpose of the research and their audience. Grades 5–8 and Courses Eng. I–IV: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or oral presentation. | E/LAS: V. Research: C. Produce and design a document. |

ELAR TEKS Research Strand Vertical Alignment

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|---|---|---|---|--|---|---|---|---|---|---|---|
| Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: | | | | | | | | | | | | |
| 19(A) ask questions about topics of class-wide interest (with adult assistance); | 23(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance); | 24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; | 25(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; | 23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; | 23(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; | 22(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; | 22(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; | 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; | 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; | 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; | 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; | 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; |
| 19(B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance). | 23(B) decide what sources of information might be relevant to answer these questions (with adult assistance). | 24(B) decide what sources of information might be relevant to answer these questions. | 25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question. | 23(B) generate a research plan for gathering relevant information about the major research question. | 23(B) generate a research plan for gathering relevant information about the major research question. | 22(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches. | 22(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches. | 20(B) formulate a plan for engaging in research on a complex, multi-faceted topic. | 20(B) formulate a plan for engaging in research on a complex, multi-faceted topic. | 20(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic. | 20(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic. | 20(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic. |
| Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: | | | | | | | | | | | | |
| 20(A) gather evidence from provided text sources (with adult assistance); | 24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance); | 25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts; | 26(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; | 24(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; | 24(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts; | 23(A) follow the research plan to collect information from a range of relevant print and electronic sources using advanced search strategies; | 23(A) follow the research plan to collect information from a range of relevant print and electronic sources using advanced search strategies; | 21(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; | 21(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; | 21(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; | 21(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; | 21(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|---|---|--|---|--|--------------|---|--------------|--|--------------|--|--------------|
| Research/Gathering Sources (cont.) | | | | | | | | | | | | |
| 20(B) use pictures in conjunction with writing when documenting research (with adult assistance). | 24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance); | 25(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; | 26(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics); | 24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics); | | | | | | | | |
| | | | | | 24(B) | 23(B) | | | | | | |
| | | | | | differentiate between primary and secondary sources; | | | | | | | |
| | 24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance). | 25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams). | 26(C) take simple notes and sort evidence into provided categories or an organizer; | 24(C) | 24(C) | 23(C) | 23(B) | 23(B) | 21(B) | 21(B) | 21(B) | 21(B) |
| | | | | | record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes; | | categorize information thematically in order to see the larger constructs inherent in the information; | | organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); | | systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; | |
| | | | 26(D) | 24(D) | 24(D) | 23(D) | 23(C) | 23(C) | 21(C) | 21(C) | 21(C) | 21(C) |
| | | | identify the author, title, publisher, and publication year of sources; | | identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; | | record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; | | paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) | | paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. | |
| | | | 26(E) | 24(E) | 24(E) | 23(E) | 23(D) | 23(D) | | | | |
| | | | differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | | | | | | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|--|---|-------|--|---|--|---|--|--------|---|--------|
| Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: | | | | | | | | | | | | |
| | 25(A) revise the topic as a result of answers to initial research questions (with adult assistance). | 26(A) revise the topic as a result of answers to initial research questions. | 27(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). | 25(A) | 25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; | 24(A) | 24(A) narrow or broaden the major research question, if necessary, based on further research and investigation; | 22(A) | 22(A) modify the major research question as necessary to refocus the research plan; | 22(A) | 22(A) | 22(A) |
| | | | | | 25(B) evaluate the relevance, validity, and reliability of sources for the research. | 24(B) evaluate the relevance and reliability of sources for the research. | 24(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another. | 24(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another. | 22(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; | 22(B) | 22(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; | 22(B) |
| | | | | | | | | | 22(C) critique the research process at each step to implement changes as the need occurs and is identified. | 22(C) | 22(C) | 22(C) |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|-------|--|-------|---|-------|---|-------|---|--------|--|--------|
| Research/Organizing and Presenting Ideas. (Grades 1–4) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to: (Grades 5–8 and Courses Eng. I–IV) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: | | | | | | | | | | | | |
| | | | | | 26(A) compiles important information from multiple sources; | 25(A) | | | | | | |
| | | | | | 26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions; | 25(B) | 25(B) marshals evidence to explain the topic and gives relevant reasons for conclusions; | 25(B) | 23(A) marshals evidence in support of a clear thesis statement and related claims; | 23(A) | 23(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; | 23(C) |
| | 26(A) create a visual display or dramatization to convey the results of the research (with adult assistance). | 27(A) | 28(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used. | 26(A) | | | 25(A) draws conclusions and summarizes or paraphrases the findings in a systematic way; | 25(A) | 23(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; | 23(B) | 23(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; | 23(A) |
| | | | | | 26(C) presents the findings in a consistent format; | 25(C) | 25(C) presents the findings in a meaningful format; | 25(C) | 23(C) uses graphics and illustrations to help explain concepts where appropriate; | 23(C) | 23(B) uses a variety of formats and rhetorical strategies to argue for the thesis; | 23(B) |
| | | | | | | | | | 23(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and | 23(D) | | |
| | | | | | 26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources. (e.g., bibliography, works cited). | 25(D) | 25(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas. | 25(D) | 23(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; | 23(E) | 23(D) | 23(D) |
| | | | | | | | | | | | 23(E) is of sufficient length and complexity to address the topic. | 23(E) |

LISTENING AND SPEAKING



ELAR TEKS Vertical Alignment

Grades K–English IV

The English Language Arts and Reading (ELAR) Vertical Alignment Chart is a tool that allows the Texas Essential Knowledge and Skills (TEKS) to be viewed across multiple grade levels. The TEKS for kindergarten are listed here in the same order as they are presented in the ELAR TEKS document. After kindergarten, the ELAR TEKS are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

LISTENING AND SPEAKING

Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.

Guide to the ELAR TEKS Listening and Speaking Strand Across Grade Levels

| Tagline and Applicable Grade Level | Knowledge and Skills Statement | CCRS Standard |
|--|---|--|
| Listening K 1 2 3 4 5 6 7 8 9 10 11 12 | Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. | E/LAS (English/Language Arts Standards) IV. Listening: B. Listen effectively in informal and formal situations. |
| Speaking K 1 2 3 4 5 6 7 8 9 10 11 12 | Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. | E/LAS III. Speaking: B. Develop effective speaking styles for both group and one-on-one situations.* |
| Teamwork K 1 2 3 4 5 6 7 8 9 10 11 12 | Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. | E/LAS III. Speaking: A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information). E/LAS IV. Listening: A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews). CDS (Cross-Disciplinary Standards): I. Key Cognitive Skills. E. Work habits |

*There is no one-on-one speaking correlation in TEKS.

ELAR TEKS Listening and Speaking Strand

Vertical Alignment

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|--------------|--|--------------|--|---|---|--|--|--|--|--|
| Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: | | | | | | | | | | | | |
| 21(A) listen attentively by facing speakers and asking questions to clarify information; | 27(A) listen attentively to speakers and ask relevant questions to clarify information; | 28(A) | 29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; | 27(A) | 27(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective; | 26(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective; | 26(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims; | | 24(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration; | | 24(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; | |
| 21(B) follow oral directions that involve a short related sequence of actions. | 27(B) follow, restate, and give oral instructions that involve a short related sequence of actions. | 28(B) | 29(B) follow, restate, and give oral instructions that involve a series of related sequences of action. | 27(B) | 27(B) follow, restate, and give oral instructions that include multiple action steps; | 26(B) follow and give oral instructions that include multiple action steps; | 26(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; | 26(B) | 24(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; | 24(B) | 24(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience. | 24(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery. |
| | | | | | 27(C) determine both main and supporting ideas in the speaker's message. | 26(C) paraphrase the major ideas and supporting evidence in formal and informal presentations. | 26(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions). | 26(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices. | 24(C) evaluate the effectiveness of a speaker's main and supporting ideas. | 24(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning. | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|---|--|--|--|---|--|---|---|--|--|--|---|---|
| Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to: | | | | | | | | | | | | |
| 22(A) share information and ideas by speaking audibly and clearly using the conventions of language. | 28(A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language. | 29(A) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language. | 30(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. | 28(A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively. | 28(A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | 27(A) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | 27(A) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. | 27(A) advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. | 25(A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | 25(A) advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | 25(A) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | 25(A) formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|---|-------|---|-------|---|-------|---|-------|--|--------|--|--------|
| Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to: | | | | | | | | | | | | |
| 23(A) follow agreed-upon rules for discussion, including taking turns and speaking one at a time. | 29(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. | 30(A) | 31(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. | 29(A) | 29(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement. | 28(A) | 28(A) participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. | 28(A) | 26(A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. | 26(A) | 26(A) participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria. | 26(A) |

